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ABSTRACT

Two approaches to developmental advising programs are described in this report, along with strategies for successfully implementing developmental advising systems through credit classroom and noncredit seminar experiences. Section I describes developmental advising at Brenau College, providing information on Act I, a 1-hour class serving as the foundation of Brenau's 4-year student development model; activities, evaluation procedures, outcomes, and costs of the program; potential for adaptation of the advising model in other institutions; and the evolution of the advising program. Section II traces the development of the advising program at Brunswick Junior College, focusing on the pre-1981 period during which division chairs performed all advising, the period between 1981 and 1982 during which efforts were made to increase faculty involvement, and the period from 1982 to the present during which various activities were undertaken to enhance the advising program. Section III discusses various strategies for gaining support for advising programs using the experiences of both Brenau College and Brunswick Junior College. Examined are questions of administrative and faculty support, cooperation between academic and student affairs, academic committees and group action, and drafting program proposals. Appendices contain a definition of and rationale for developmental academic advising and an outline of the advising roles to be fulfilled. (LAL)

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STRATEGIES FOR IMPLEMENTING ADVISING PROGRAMS

OCTOBER 14-17, 1984

EIGHTH NATIONAL CONFERENCE ON ACADEMIC ADVISING

Sponsored by NACADA: The National Academic Advising Association

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STRATEGIES FOR IMPLEMENTING ADVISING PROGRAMS

ABSTRACT: The presentation focuses on the successful implementation of developmental advising systems through credit classroom and noncredit seminar experiences. Gaining administrative support will be discussed. Particular emphasis will be given to gaining and maintaining faculty commitment to the program. The role of the adviser as learner as well as teacher will be illustrated.

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SECTION I

DEVELOPMENTAL ADVISING AT *BRENAU COLLEGE

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*Brenau College is a private, residential college located in Gainesville, Georgia. The enrollment for fall quarter is approximately 2000 head count. Of the students enrolled about 450 are residential, 500 commute to the main campus, and the remainder are served by off-campus centers throughout Georgia. The program as described was developed for students, both residential and commuting, at the main campus.

DEVELOPMENTAL ADVISING AT BRENAU COLLEGE

I. Developmental Advising at Brenau College--Act I--the Foundation of a Student Development Model.

A. The required Act I one-hour class serves as the foundation for Brenau College's four-year student development model. Briefly the model is as follows:

The student development model is course designed to offer a learning experience essential to "cope with a pluralistic and contemporary world." All incoming freshmen are required to enroll in Act I. Acts II, III, and IV are credit courses optional to any student and generally correspond to sophomore, junior, and senior year experiences respectively. However, a student may choose to enter the developmental sequence as needed or academically advised. Act I is offered throughout the freshman year, Act II is offered in the fall and spring quarters, Act III is offered in the spring quarter, and Act IV is offered in the winter quarter each year. A description of the components of the model follows.

Orientation: Orientation involves dissemination of general information about Brenau, administration of placement tests for academic advising, and unit and individual academic advising and registration. Personal relationships are established between the faculty and peer advisors and the advisees.

Act I: Act I is a Freshman course of survival skills promoting a successful college experience and personal growth. In the fall quarter, the course includes study skills, goal-setting, determining measurable objectives, evaluation of subsequent progress in personal growth and decision making. Time and money management are also areas of consideration.

Act I Seminars: During the winter quarter, Act I meetings concentrate on self-identity and interpersonal development. Additional seminars deal with contemporary issues important to today's women. Spring quarter Act I meetings emphasize academic/career assessment and awareness of future professional goals. Additional related seminars deal with contemporary issues important to today's women.

*This overview was submitted to Tom Grites for inclusion in his chapter on "Exemplary Advising Programs" in Academic Advising and Student Development. R. G. Winston, Jr., T. K. Miller, S. C. Ender, and T. Grites (Eds.). Jossey Bass, San Francisco. In press.

Act II: Act II is an optional course intended to emphasize self-awareness; academic, career exploration and investigation; and thorough research of specific fields of interest. Seminar attendance is required at career development programs.

Act III: Act III is an optional course intended to provide internship experience in areas of career interest. The objectives of the course are to provide on-the-job training, to reinforce interest in the field of choice, to apply theory to practice, and to provide valuable job experience for future job searches.

Act IV (SOS): Senior Opportunity Seminar is an optional course designed to identify and develop all necessary job search skills; to emphasize goal setting, decision-making, and assertiveness training in preparation for the job search; and to initiate the job search. In addition, seminar presentations are intended to prepare the senior to make a smooth transition from college to the work environment. Understanding of credit, budgeting, leases, and investments is required (see diagram 1).

Paraprofessional Leadership Model: The paraprofessional training program supports Acts I-IV. Selected students enroll in the paraprofessional training course as future peer advisors, campus officers, office assistants, and resident advisors. Leadership training workshops and seminars reinforce the paraprofessional training course.

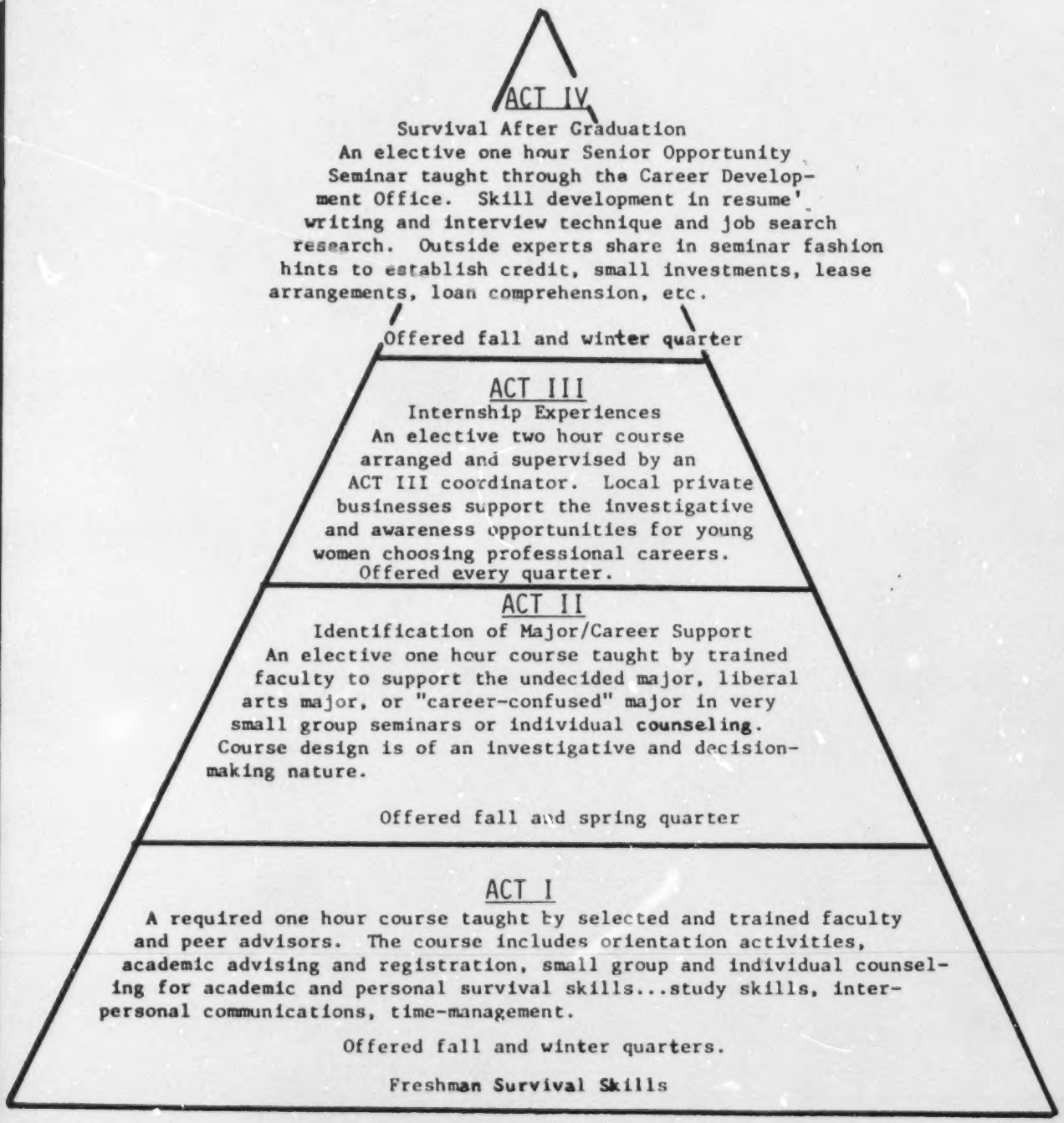
In the spring quarter, students interested in serving as peer advisors enroll in paraprofessional training. The course emphasizes student development theory, self-assessment, the role model concept, decision making skills, goal setting, and interpersonal communication skills. New faculty advisors must also complete the course.

Orientation Workshop: Peer advisors who successfully complete the paraprofessional course return in the fall for an orientation workshop to reinforce paraprofessional skills, to plan for orientation week, and to learn to assist in academic advisement.

In-Service Training: Throughout the Act I course, in-service training is on-going for personal development of the student peer advisors and faculty advisors.

Diagram 1

FOUR YEAR STUDENT DEVELOPMENT MODEL


ACT IV
Survival After Graduation
An elective one hour Senior Opportunity Seminar taught through the Career Development Office. Skill development in resume' writing and interview technique and job search research. Outside experts share in seminar fashion hints to establish credit, small investments, lease arrangements, loan comprehension, etc.
Offered fall and winter quarter
ACT III
Internship Experiences
An elective two hour course arranged and supervised by an ACT III coordinator. Local private businesses support the investigative and awareness opportunities for young women choosing professional careers.
Offered every quarter.
ACT II
Identification of Major/Career Support
An elective one hour course taught by trained faculty to support the undecided major, liberal arts major, or "career-confused" major in very small group seminars or individual counseling. Course design is of an investigative and decision-making nature.
Offered fall and spring quarter
ACT I
A required one hour course taught by selected and trained faculty and peer advisors. The course includes orientation activities, academic advising and registration, small group and individual counseling for academic and personal survival skills...study skills, interpersonal communications, time-management.
Offered fall and winter quarters.
Freshman Survival Skills

The four year student development sequence of courses offers five quarter hours of credit toward graduation requirements. ACT I is required of all incoming freshmen. ACTS II, III, IV are optional and can be taken in a class level sequence or when the need is identified.

B. The Act I course is goal oriented. The course description, the content, and objectives for each area follow:

Course Description: Act I (CS 100--1 quarter hour credit) is a freshman level course required of all incoming freshman and lower division transfer students. It is designed to permit new students exposure to the student development program in both formal and informal settings. Act I consists of two sequences covering the entire freshman academic year. The first sequence is a structured classroom course held during the fall of each year. The second sequence is covered in the winter and spring quarters and is more informal in its structure. Academic credit is given at the successful conclusion of the second sequence. This course enables the student to explore study skills, career planning, personal growth, and to develop college adjustment skills that will enhance her performance at Brenau College. The course is designed to address the academic, personal, and social areas of the student's environment.

ACT I--First Sequence: The first sequence of Act I consists of three general areas covered during the fall quarter. The areas consist of the following catagories: study skills, academic planning, time and money management. Each of these areas are taught for three weeks, with two one-hour sessions per week.

Content and Objectives for Each Area

1. Study skills:
   a. The Act I student is exposed to the following:
      1) The PQRST reading method
      2) Note-taking techniques
      3) Appropriate study techniques for various types of tests
      4) Methods of identifying various teaching and learning styles

   b. Upon completion of the course the successful student is able to:
      1) Read a course syllabus and understand the content, requirements, and evaluative measures used in the cous
      2) Use the PQRST method in studying assigned reading material
      3) Improve note-taking ability in classroom settings through enhanced listening skills
      4) More effectively study for and take objective type tests, i.e., multiple choice, and true or false
      5) More effectively study for and take the short answer and essay type tests

6) Understand the different teaching styles of instructors
7) Understand the instructor's needs in the classroom

2. Academic planning:

a. The Act I student is exposed to the following:
1) The general academic plan
2) The college's requirements for graduation
3) Course selection and registration procedures
4) Quarterly and annual academic planning
5) The use of the college's bulletin as an academic resource
6) The college's academic resources and the chain of command to facilitate problem resolution; the early warning and referral systems are explained

b. Upon completion of this course the successful student is able to:
1) Understand her role and responsibility in planning an academic program
2) Use effectively the general academic plan in course scheduling
3) Appreciate the necessity for careful planning in order to graduate on time and with all requirements fulfilled
4) Assess her own strengths and weaknesses and use this knowledge to make appropriate choices in course selection
5) Explore the constraints which will have an impact on her course selection
6) Plan her own quarterly and annual academic program
7) Use effectively information in the college bulletin for planning her academic career
8) Use the resources available to her for problem resolution

3. Personal behaviors - time and money management:

a. The Act I student is exposed to the following content:
1) Time management skills
2) Money management skills
3) Decision making and goal setting skills
4) Student Development Task Inventory

b. Upon successful completion of this course the student is able to:
1) Understand the importance of proper time management to enhance her academic, personal, social, and recreational pursuits

2) Organize her time using appropriate tools for the accomplishment of her academic goals
3) Participate in making plans, setting goals, writing objectives, and using these to direct her own life; the Student Development Task Inventory is used in this process
4) Understand the process in effective decision making
5) Use effectively the processes involved in decision making
6) Understand the alternatives available and the consequences of these alternatives in goal setting and decision making
7) Develop skills and have the motivation to efficiently manage her own financial resources

Course Text: There is no textbook for this course. All materials to be used during the two Act I sequences are handed out at the beginning of the course or as needed throughout the course.

There is a materials fee which covers the costs of the many handouts, inventories, and the workbook materials, all of which are used during each sequence.

Course Evaluations: A final grade is given at the conclusion of the last events of the second Act I sequence during spring quarter. If a student should have to leave before the completion of a full academic year, she is given a prorated grade based on her activities and involvement to that date.

The student's involvement in this course is enhanced if she applies herself to the following points:

1. The reading of all assigned materials and a serious attempt made to understand and apply the materials.
2. The completion, on time, of all assigned homework.
3. A readiness to discuss in the Act I class all assigned topics and to seek application of knowledge gained to one's own behavior and environment.
4. Responsible participation in the classroom showing evidence of a personal quest for knowledge, and the skillful use of oneself as a communicator and receptor of information.

Percentage breakdown of grade is as follows:

1.	Class participation and attendance	50%
2.	Completion of class activities	25%
3.	Course Notebook	25%

(These percentages include work done in both sequences of Act I)

Act I -Second Sequence: The Act I - Second Sequence is divided into two parts--Personal Growth (winter quarter) and Academic Career Planning (spring quarter). Each quarter consists of four classes/seminars, two of which are conducted by the faculty and peer advisors (FA's and PA's) and two by the Office of Student Development. The focus of these sequences falls into the following catagories: personal growth and awareness; assertiveness skills, values clarification, relationship development, selection of a college major, and career interests.

Attendance at all of the eight sessions during the winter and spring quarters is mandatory. Students who have special experience in one or more of the subject areas may opt for alternative activities after discussion with and approval of the FA.

Content and Objectives for Each Area

1. Personal growth:

   a. The Act I student is exposed to the following content:
      1) The student's individual personality makeup
      2) Student responsibility within the college environment
      3) The meaning of self direction
      4) The process involved in effective decision making
      5) Assertiveness training

   b. Upon successful completion of this course the student is able to:
      1) Understand, in a beginning way, her own personality and how it affects her academic, personal, and social lives
      2) Assess her own needs and plans for her own involvement in campus life
      3) Understand the importance of self direction
      4) Understand the nature of assertive, non-assertive, and aggressive behaviors
      5) Recognize in her own personality assertive, non-assertive, and aggressive behaviors
      6) Recognize situations calling for assertive behavior and be able to effectively use strategies to maximize her own life's potential through assertive practices

2. Academic career development:

a. The Act I student is exposed to the following content:
   1) Life planning skills and concepts
   2) College majors and their selection process
   3) Decision making as related to being "undecided"
   4) The role of Act I - Second Sequence as preparation for Sophomore Act II program

b. Upon successful completion of this course the student is able to:
   1) Understand the concepts of life planning so she is able to use her goals for the future in planning for her life
   2) Understand the major selection process and use it to support her academic career decision
   3) Make a competent decision about her major area of study
   4) Understand the ramifications of having an undeclared major for academic planning
   5) Meet the challenge of being "undecided"
   6) See the relationships between her current Act I program and the Sophomore Act II program

II. Description of Activities

A. An overview of the Lower Division Academic Advisement Program follows:

1. Fall Quarter:
   a. Orientation Workshop - one week before orientation
      1) Preplanning for orientation week
      2) "How do we advise academically"
      3) "Early Warning system and referral"
      4) "Active listening and affirming others" techniques
      5) Act I overview
      6) Orientation unit preplanning
      7) Preadvisement, constructing student profiles

   b. Orientation Week

	Academic	Social
1)	Role of FA's and PA's	1. Rules and Regulations
2)	Testing	
	a. Math	
	b. English	
	c. CLEP	

3) Explanation of academic program
4) Explanation of year-long schedule
5) Registration

c. Act I
1) On-going orientation - academic advisement - student development
a. three 1-hour sessions in in-service
b. two 1-hour sessions with advisees each week
2) Mid quarter progress reports
3) Registration for winter quarter
4) Evaluation of orientation and fall quarter Act I

2. Winter Quarter:

Current Year	Preplanning
a. Orientation for new and transfer students	a. Preplanning for next academic year, workshop for FA's/PA's 1) Revise advisement materials 2) Revise and critique evaluation instruments 3) Revise Act I syllabus
b. Act I for new students	b. Selection of prospective FA's
c. On-going Act I: all orientation units meet formally 3-4 times during the quarter; 3-4 in-services parallel these meetings	c. Selection of prospective PA's
d. FA's and PA's serve as referral persons	d. On-going outcomes spring/summer: 1) Act on summary of recommendations 2) Prepare advisement materials
e. Mid-quarter progress reports	
f. Registration for spring quarter	

3. Spring Quarter:

a. Orientation for new and transfer students	a. Paraprofessional training course - 10 week course for prospective PA's and FA's. PA's must pass the course with a "C"; new FA's
b. Act I for new students	
c. On-going Act I: all orientation units meet formally 3-4 times	
d. Final evaluation by Coordinator of FA's	

e. Stipends awarded
f. Final evaluation of PA's by FA's and Coordinator
   1) PA Service Awards
   2) Letters of reference
g. Mid-quarter progress reports
h. Registration for fall quarter

are required to complete the course.
Content:
1) Student Development Theory (learning theory)
2) Role model concept
3) Affective listening
4) Goal setting and assessment

b. Selection of new FA's and PA's

B. In summary, the special features of the program are:

1. Academic faculty from all disciplines are trained to teach the various developmental skills and topics. Approximately half of the faculty advisors are rotated in and out of the program about every two years. The role model concept is emphasized and faculty, through personal growth and development, guide students in their efforts to grow cognitively, psychosocially, and physically. Through training, the advisor becomes an effective, knowledgeable resource and referral person.

2. The student peer advisors are also trained to assist the faculty advisors in the program. Peer advisors are usually selected as rising sophomores and serve as peer advisors during their sophomore year.

3. A ten week paraprofessional training program is required of all faculty and peer advisors. The program is offered the spring preceding service as an advisor. Faculty and peer advisors with several years experience serve as trainers and facilitators in this program. It is modeled after Dr. Steve Ender's Paraprofessional Training Program used at the University of Georgia; the text is Students Helping Students. Topics covered are student development and theory, role model concept, affective listening, goal setting, and self assessment strategies. Students are videotaped using active listening techniques and giving interchangeable responses. Videotapes are critiqued by the class and instructors. Each student (prospective faculty or peer advisor) is required to turn in at least two and preferably three thirty-minute audiotapes in which they are

using communication skills in serving as a "sounding board" for a friend. The Student Development Task Inventory and other assessment tools are used and discussed.

4. In-service training is required of all faculty and peer advisors during the fall quarter Act I class. Three days are spent in in-service and two days are spent in class with the advisees during each week of the course. In-service meetings prepare faculty and peer advisors to present topics to the advisees.

5. Orientation units are small with twenty to twenty-five advisees for each faculty advisor; each faculty advisor is assisted by 2-3 peer advisors. The orientation units are organized by dormitory area for group cohesiveness. The faculty and peer advisors greet the advisees upon arrival and begin to establish interpersonal relationships during the week and a half of orientation.

6. The interpersonal relationships between the advisors and the advisees is ongoing through registration, and the Act I (first sequence) fall quarter, and Act I (second sequence) winter and spring quarters. The advisee is required to complete the course for graduation. Transfer students who have not completed the sophomore year are also required to take the Act I sequences.

7. The program is a goal oriented ongoing process which serves as the foundation for the four-year Student Development Model of Brenau College. The Paraprofessional Training Program for faculty and peer advisors is also taken by students who wish to serve the college in other ways; campus officers, office assistants, and student resident advisors are encouraged or in some cases required to complete the training program.

8. The Student Development staff serves to support the program. The support is in the form of advising, training, and facilitating in the program and its training components.

9. Support materials are continually upgraded following critique by faculty and peer advisors. Support materials include: Act I reference manual; academic advising manual including practical exercises in mock advising; peer advisor resource manual; early warning system which is closely linked to a comprehensive referral system; paraprofessional training materials; methods and procedures for determining student advisement

profiles; personality testing instruments; instruments for introducing time management, values clarification, assertiveness training, career exploration; Students Helping Students--a resource and text, and the Student Developmental Task Inventory (SDTI) both from Student Development Associates of Athens, Georgia.

10. From 210 to 280 students are served directly by the Act I sequences of Brenau College yearly. More students take part in the paraprofessional training, and in various workshops and seminars which constitute a portion of Act I - Second Sequence. Dr. Harry M. Langley served as Coordinator for the program from fall of 1978 to fall of 1981. Mr. George Leissner was instrumental in designing several of the developmental components of Act I and served as Coordinator of the program for the 1981-82 academic year. Ms. Joan Pafford, Dean of Student Development has worked closely with the program from September of 1979 to the present. Dr. Steve Ender, currently with Kansas State University and Dr. Roger Winston of the University of Georgia have served as external evaluators for the program and have contributed greatly to the design and implementation of the paraprofessional training program, and Acts II and III of the four-year Student Development Model.

III. Procedures for Evaluation of the Program

The lower division advisement program of Brenau was evaluated in the following manner:

A. The orientation workshop, orientation week for fall quarter, and the registration process were evaluated using an internal instrument by:

1. all new and transfer students
2. all faculty and peer advisors
3. the administration

A summary of the evaluation was used in the fall quarter faculty and peer advisor retreat to constructively analyze the effectiveness of the program.

B. The Act I course was evaluated in the following manner:

1. Internal evaluation by:
   a. students in the Act I class:
      1) formative evaluation by responding to level of satisfaction questionnaires on each topic presented; only one topic in three years received less than 75% high

satisfaction.

2) summative evaluation from groups of four-five students in each orientation unit. Summative evaluation allowed the students to construct their own Act I classes as to duration, content, sequencing, etc;

b. evaluation of the effectiveness of the methods of presenting topics: pretests and posttests on each topic presented to determine the degree to which the topics were understood, and internalized;

c. evaluation of in-service and the Act I class by faculty and peer advisors; both written and oral summative critiques were used.

2. External evaluation by:
   a. members of the Washington Staff of the Small College Consortium (Title III) from 1977-1980;
   b. Dr. Steve Ender 1980-1982; Dr. Ender would use informal conferences with students; and formal assessment of our internal evaluations in his critique of the program;

3. Evaluation of support materials: summative evaluation conducted by faculty and peer advisors. Report given to the Coordinator of the Program and the Administrative staff of the college;

4. The Paraprofessional Training course was critiqued internally by the prospective faculty and peer advisors who took the course and externally by Dr. Steve Ender and Dr. Roger Winston.

The evaluations of all parts of the program were used in the fall quarter critique and the winter preplanning workshop for the forthcoming academic year.

IV. Results/Outcomes of the Program

A. Student Satisfaction: A small college can offer to the student a personalized learning environment. The advisement program of Brenau College was designed to emphasize the concern of the institution for the total development of each individual student. The level of satisfaction with the educational experience at Brenau improved markedly with the implementation of the developmental advising program and four-year student development model. Retention of students during the freshman year rose from 50 to 65%. Caution should be taken, however, when trying to justify the existence of any program based on retention statistics; the retention problem is too complex to draw a direct causal relationship with any given program. However, the emphasis on identifying and addressing the developmental

needs of the student carried over from the advisement program and the Student Development area into the academic and extra-curricular aspects of the College. The general educational milieu was affected in a positive manner. For many students, setting goals and writing objectives became a way of life.

B. Cooperation among Student and Academic Affairs Personnel was improved. The involvement of faculty and student affairs personnel jointly in a learning process helped to develop strong linkages between the groups. The unifying concept was the concern for the welfare of the student. The outcome was increased cooperation, understanding, and support.

C. Faculty Development: Faculty from many disciplines were involved in the program. Training in communication skills, time management, setting goals and writing behavioral objectives, decision making strategies, assertiveness, values clarification, career exploration and others, allowed for faculty to grow and develop. An increased awareness of and cooperation with colleagues of other disciplines was another outcome. A sensitivity to the unique learning characteristics or styles of students indirectly affected teaching in the classroom. An understanding of the role model and mentor concept made faculty more aware of their roles and responsibilities as growth facilitators of students. An understanding of the College policies, procedures, resources, and referral techniques made the faculty more valuable members of the College community as a whole.

D. The College received some recognition for its program and representatives were invited to participate in the regional American College Personnel Association meetings held at the University of South Carolina in October of 1980, 1981, and 1982. In 1981 and 1982 the Brenau College model was presented as a functional developmental advising program. In 1983 the model was presented at the Second National Conference on the Freshman Year Experience, and a description of the program will appear in a book on advising soon to be released by Jossey-Bass.

V. Potential for Adaptation in Other Types of Institutions

The program is readily adaptable to most small college residential campuses. In order for it to be successful, however, the program must have top level administrative support and commitment to the philosophy of developmental advising. Communication among and between all facets of the college community is essential for establishing an environment which is conducive to this type of advising program. The coordinator must be goal oriented with a high

energy level and effective communication skills.

VI. Cost of the Program

Annual Academic Advisement Budget Proposal 1980-81

A.	Staff	
	1/3 FTE Secretary	$ 2000.00
B.	Operating	
	1. Phone (long distance only)	50.00
	2. Postage	15.00
	3. Office Supplies	100.00
	4. Duplicating/printing	
	Office	100.00
	Advisor's Manual	300.00
	Act I Materials	500.00
	Orientation Workshop Materials	150.00
	Winter Workshop Materials	150.00
	5. Meals/lunches, etc., FA's PA's during orientation week	1450.00
	6. PA Service Awards	300.00
	7. FA Stipends	5000.00
C.	Travel	250.00
D.	1/3 release time coordinator	3000.00
	TOTAL	13365.00

From 1978 through 1981 the major support for this program came from the Small College Consortium (Title III) grant. The coordinator of advisement served jointly as coordinator for the modest Title III grant.

The total cost would not exceed $13,500 per academic year. This amount is equivalent to the tuition paid by three students. Please note that much of the expense can be avoided. For example, replacement teaching cost for the coordinator is $3000, 1/3 secretary is $2000, etc. Much of the $13,000 can be reduced significantly if there are persons who can accept these responsibilities without additional expense. The cost of the program does not include the 1/3 release time for faculty advisors to teach Act I for the following reasons: 1) The Act I one-hour course had an enrollment of 210-280 students; the five hour course for which peer advisors received credit had an enrollment of 20-25 students. Ten advisors received release time. 2) Careful scheduling in the fall quarter and a few slightly larger classes made up much of the ten course deficit. Therefore, advisors were generating student hours in the Act I course(s), and creative scheduling helped offset problems

with accessibility to academic courses. During the first year of operation the budget for the program was $500.

VII. Evolution of the Advising Program at Brenau College

A. Prior to 1977: Freshmen and transfer students were advised at registration by faculty selected by the Academic Dean. Orientation to the college occurred in large group sessions.

System inadequacies: There was--no training for the advisor, no delivery of information to the advisor/advisee prior to the advisement conference, no personal relationship established between the advisor and advisee during the first weeks of college life, quarter by quarter advisement (no goal), no recognition for the advisor, no system evaluation.

B. 1977-78 Academic Year: The college was experiencing a high attrition rate. Approximately 50% of the freshmen residential student population transferred from the college during the first academic year, approximately 70% transferred by the end of the sophomore year. In an attempt to increase the retention rate the academic advisement system was changed. In the fall of 1977 freshmen were grouped by major into orientation units of 20 students each. One faculty advisor and one peer advisor were assigned to each orientation unit. The student peer advisor was selected by the Dean of Students for her involvement in campus activities. The system was improved by the addition of a 1 1/2 day workshop on college-student rules and regulations, by allowing opportunity to establish personal relationships during orientation week, and by formalizing an orientation critique.

System inadequacies: There was--no training in the advising process for faculty or peer advisors, little delivery of academic information to the advisor/advisee prior to the advisement conference, no physical common denominator for orientation unit cohesiveness, quarter by quarter advisement, no recognition for the faculty or peer advisor, and no system evaluation.

C. 1978-79 Academic Year: the system was improved by appointing a coordinator for advisement. The coordinator requested faculty to participate as advisors, selected twenty-five peer advisors from among seventy-five volunteers, divided the orientation units by residence hall with 18-25 students per unit, planned and implemented some additional organizational changes. A three-day training workshop prior to orientation week exposed faculty and peer advisors to "the role of the advisor," "expectations of the advisee," "academic

regulations," and "mock advisement sessions." The advisement process became goal oriented focusing on a one-year academic plan. Support materials for advisement, i.e., advisee high school transcripts, SAT/ACT's, recommendations, etc. were available to advisors one week prior to advisement conferences. In addition, the system was improved by formal and informal recognition of faculty and peer advisors with workshops, retreats, letters from the president and academic dean, and faculty stipends. Orientation and advisement were critiqued, support materials were reviewed, and a preplanning workshop for the forthcoming academic year was conducted with faculty and peer advisor participation.

System inadequacies: There was little quality time for the advisor/advisee relationship and the system was not developmental.

D. 1979-80 Academic Year: The faculty advisors took ownership of the program under the supervision of the coordinator. The preorientation workshop was expanded to four days and included training sessions in active listening skills. A one quarter hour academic course was started; the course was called Act I. The class met five days per week with three of the days allowing for in-service training of faculty and peer advisors. Topics covered in in-service were: time management, study skills, values clarification, self-exploration, decision making, assertiveness training and career exploration. The topics covered in in-service were presented by faculty and peer advisors to their orientation units during the two days per week the class met with the advisees. The system was improved further by allowing for release time for advisors for the Act I class (1/3 release time), and awarding five-hours of credit for the peer advisor participation in Act I. Advisor's stipends, workshops, administrative recognition, peer advisor service awards, and letters of recommendation furthered the recognition given the participants. Acts II, III, and IV were outlined by the student development staff to correspond to the sophomore, junior and senior components respectively; thus Acts I-IV became the Student Development Model for the college: Act I--as outlined above; Act II--emphasis on academic/career exploration; Act III--career internship experiences; Act IV--senior opportunity seminars (life-long career goals/job search).

System inadequacies: The training of faculty and peer advisors in developmental skills was minimal and there was no formal group unity maintained after fall quarter Act I.

E. 1980-81 Academic Year: In the 1980-81 academic year the system was refined. An Act I reference manual, and an Academic/Peer advisor's training manual were written or improved. Additional evaluations of Act I, orientation, and the advising process were implemented. The most significant refinements, however, dealt with integration of Act I with Acts II, III, and IV; the Act IV pilot project was undertaken by the student development staff. In addition, a five week pilot paraprofessional training program was initiated and required of all prospective and returning faculty and peer advisors. The program was modeled after Dr. Steve Ender's paraprofessional training program at the University of Georgia. Students Helping Students was the text used and Dr. Ender served as external evaluator of the program. Drs. Roger Winston and Steve Ender assisted the Student Development Staff in outlining an approach to Acts II and III; Drs. Winston and Ender assisted with these programs through the 1981-82 academic year.

In summary: An advisement system requires mutual cooperation and support among academic and student affairs professionals. It took several years for the developmental advising program at Brenau to evolve into a stable, well coordinated effort. The support and referral systems were the most difficult to coordinate and required an understanding of and commitment to the philosophy of the program on the part of the president, academic dean, registrar, director of admissions, dean of students and coordinator of the program.

SECTION II

(DEVELOPMENTAL) ADVISING AT *BRUNSWICK JUNIOR COLLEGE-- A DIFFERENT APPROACH

I. Academic Advising Prior to 1981.....p. 21

II. Academic Advising From 1981-82.....p. 21

III. Academic Advising From 1982-Present.....p. 21

*Brunswick Junior College is a two-year unit of the University System of Georgia located in the southeast Georgia community of Brunswick. The fall quarter enrollment is about 1300 head count. The majority of the students are from the Brunswick area, but others commute as far as 70 miles one way to attend the College.

Brunswick Junior College (BJC)

I. Academic Advising Prior to 1981: Advising at BJC was done by division chairmen except in the Division of Vocational-Technical Education where faculty advised in their own disciplines. The remaining seven division chairmen advised an average of 50 new advisees each. The greatest number was in the Division of Business Administration where 200 active advisees were not uncommon. Orientation occurred in large group sessions and advising of new students occurred in one, or at the most, two days.

II. Academic Advising From 1981-82: In the winter of 1981 all faculty were requested to serve as advisors. There was little opportunity for training of advisors, but in general the persons advised in areas in which they had some knowledge of academic requirements. There was no advising manual to help with the process. During this period there was an attempt to establish a one-hour orientation course for credit, but for reasons I will discuss in the section on successful negotiation of campus politics the proposal failed to receive faculty approval. Orientation was held in large group sessions. There was little opportunity for developing advisor-advisee relationships.

III. Academic Advising From 1982-Present: In early 1982 the College was reorganized. Eight academic divisions became three, and an assistant to the dean was appointed to coordinate off-campus programs and academic advising. A committee on academic advising which had existed for several years became a subcommittee of the Academic Affairs Council. The assistant to the dean worked with the committee to coordinate the advising program. In the summer of 1982, two consultants from The University of Georgia conducted a one-day workshop for faculty advisors and staff in active listening skills and formulating interchangeable responses.

In the fall of 1982 an advising manual was developed and at the outset of fall quarter several sessions of faculty development week were used to give information to the advisors. Orientation was still primarily in large group sessions. The faculty advised students in the student center during the days of orientation and registration. In the winter of 1983 there was a mandatory one-day workshop devoted to the theory of developmental advising, the concept of establishing caring mentor relationships, and some films on effective and ineffective methods of academic advising.

During the 1982-83 academic year, the Division of General Studies which includes the transfer programs of the College implemented management by objectives for faculty evaluation. The faculty expressed concern over the poor academic

preparation of many of the students (average combined SAT of 780). In an attempt to improve the students' opportunity for academic success without sacrificing the quality of instruction, the Division accepted a goal "to increase the number of students who persist in our courses and programs." Three of the objectives under this goal were: 1) "to build support systems which increase student potential for academic success in our courses," 2) "to strengthen basic skills through emphasis on these in our courses, 3) "to encourage use of academic support systems on campus, e.g., the tutorial laboratory, language laboratory. Faculty developed activities which included individual tutoring; incorporation of study skills into their courses; workshops in study skills, time management, and stress management; and referral to and donation of time to the Tutorial Learning Center, the Language Laboratory, and a newly established Accounting Laboratory. The activities were evaluated, expanded, and became integral components of the advising program.

In the fall of 1983 faculty development week focused on academic advising. Faculty made presentations on study-skills, time management, and stress management techniques. A booklet, "Skills for Success," developed by faculty was used during orientation of new students. A women's support group for the more mature non-traditional student was begun.

In addition, two new developments enhanced the advising program. First, following an en masse orientation, students were divided into smaller orientation groups of 25-35 students and orientation leaders (one per group) discussed academic advising, study skills, time management, and distributed the booklet "Skills for Success." Following a brief academic orientation conducted at the departmental level, students were assigned to advisors and advising conferences were scheduled in faculty offices. Second, a desegregation order from the Office of Civil Rights prompted the implementation of a minority advising system which also used student peer advisors. This new addition had a coordinator of its own and allowed for the introduction of a number of innovations which had previously not received administrative support.

In the fall of 1984, additional changes enhanced the advising program. A member of the Division of General Studies received one-third release time to do personal and career counseling, and the faculty who teach English 101 incorporated the "Strong-Campbell Interest Inventory" into their courses. The students were encouraged to complete the inventory and the experience and the results would serve as topics for themes in the freshman writing classes.

The emphasis for the 1984-85 academic year is on coordinating the efforts of faculty and staff to enhance the unity of the program. The faculty support and commitment to the program is high. The weakest component of the program is in faculty training. For that reason, three sessions during

faculty development week were devoted to advising, and a four and one-half hour workshop was conducted on interpersonal communication skills. Two follow-up workshops are planned, one in the winter and one in the spring quarter. In addition, three faculty of the Division of General Studies are planning a career week in the spring as a portion of their annual evaluations. Career week is being coordinated with career emphases in English and other courses and with the career exploration workshops conducted by the counseling center. Time management and study-skills workshops are also being integrated with other student development activities. Hopefully, all will culminate in a proposal for an extended orientation and student development course.

SECTION III

SUCCESSFUL NEGOTIATION OF CAMPUS POLITICS

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II. Cooperation Between Academic and Student Affairs.....p. 28

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IV. Academic Committees/Group Action.....p. 31

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Successful Negotiation of Campus Politics

I. Gaining Administrative Support

A. Appeal to the "college purpose":
The Brenau statement of purpose like that of many colleges commits the institution to a course of action. For example from Brenau's purpose "to provide opportunities to explore the liberal arts, as well as career oriented disciplines. . . to create a supportive environment in which women may develop qualities necessary to cope with the pluralistic, contemporary world" (my underscoring). A program with these concepts as integral components should be met with philosophical acceptance. In the future there will be more emphasis on outcomes assessment. To what extent are the concepts (promises) in the purpose of your college realized? Perhaps an analysis of the marketing image of the college and a study of student perception would supply information on congruency. Does the college do what it says it will do? If it does not, what will need to change? How would a program build on already existing stengths and mitigate or eliminate weaknesses?

Brunswick Junior College has developed goals for the institution. These goals emerge logically from the statement of purpose and focus on the educational, cultural, recreational, and vocational needs of the persons in the service area. One of these goals focuses specifically on the special academic support needs of students who attend BJC. Another emphasizes the need for retention of students. These goals give direction but require, even demand, commitment. It is not as difficult to gain administrative support for concepts on which the college community agrees. Moreover, a goal which is stated and distributed in writing encourages action.

B. The fear of student attrition:
Beginning in the early 1970's Brenau College lost 50% of its entering freshman class the first year, and another 20% by the end of the sophomore experience. These facts were not known. Many hours of paging through student files were necessary to establish the baseline for retention statistics at Brenau. Retention studies that had been done previously merely subtracted the number of graduates from the number of freshman who entered in that class. There was no accounting for students who transferred in and out. The estimates had been 10-30% lower than the actual rates of attrition. Any program which can potentially reduce student attrition is of value to an institution. You must accurately define student attrition and measure it carefully. Your goal should be to positively influence retention, but don't allow the program you develop to be judged on retention statistics alone.

Brunswick Junior College has not grown significantly since 1975, while maintenance and other operational costs have increased. In a period which projects declining enrollments for the state (5% - 10% in the next five years), it becomes imperative for the institution to recruit and retain students more efficiently. With competition for students becoming fierce, student retention becomes a more important means of maintaining enrollment. The times when junior colleges were revolving doors for students have passed. It is necessary to change the focus from processing students to helping students. The administration realized the need to change focus and in the winter of 1983 BJC conducted a series of faculty forums to discuss recruitment of students, retention of students, the financial status and the future goals of the college. These open discussions were necessary to begin the slow and sometimes painful process of self-assessment. The stage is now set for a program (pilot) which emphasizes retention of students.

C. Cost effective approach:
Fifty percent of a freshman class was equivalent to $200,000-$400,000 per year at Brenau from 1976-79 depending on the class size and tuition. The cost of a program can be as little as $500 (first year of Brenau's program) and can be maintained easily on $10-15,000. In other words, the tuition of 2-3 students for one year could pay for the program.

At BJC the budget is based (generally) on enrollment. If enrollment decreases, the budget also decreases for the forthcoming year. The students pay approximately 22% of the cost of attending the college in tuition. The additional 78% is allotted by the legislature and distributed by the Board of Regents of the University System. Although a student pays only a little over $700 a year in tuition, the state pays about $2800. Each student recruited and retained is essentially $3500, not including other revenues generated in the bookstore and snackbar. For several reasons, one being management by objectives as a means of faculty evaluation, an advising program at BJC can function very well on $5-10,000 per year. Again we are talking about the tuition of 2-3 students financing the advising program.

In the summer of 1983 a desegregation order from the Office of Civil Rights required that units of the University System do more to recruit and retain minority students. At the threat of losing several millions of dollars (200 to be exact) of federal funds, the units

began to act. At BJC the president immediately directed the development of what has become one of the better minority advising and recruiting programs in the state. Minority advisors, student peer advisors, and an academic early warning were all in place at the outset of fall quarter. Minority recruiting involved speaking to high schools, churches; home visits; and phon-a-thons. These were conducted late in the fall quarter and repeated throughout the year.

Top level administrative support (and muscle) had the minority program underway immediately. The resources, both monetary and personnel were made available and several ideas were implemented which had not received budgetary support in the past. Thus, for financial as well as moral reasons (racial justice) the administration moved quickly, decisively and effectively. An innovative person takes advantage of a time like this.

D. Student opinion:
If students are dissatisfied with an aspect of their academic experience they can let you know through exit interviews, student opinion polls, feedback from faculty who are in the know, etc. Atune yourself to what the student feelings are. Student opinion can be the most cogent argument to support the need for a new program. Pilot projects which generate very positive student opinion and high satisfaction while maintaining quality can likewise move administrators to consider "expanding" the pilot.

E. High visibility for student recruitment:
A sound program which yields high satisfaction and measurable results can be marketed. Admissions directors like a plus which they can tout. A brochure can be published highlighting the developmental advising program.

F. Commitment to the students:
Someone has to be willing to do the work without additional pay, release time, or even moral support. During the first year of Brenau's program faculty and peer advisors worked with only the possibility of reward, with no release time, no course credit. The level of commitment was high--the commitment was to a program "for the students." At BJC faculty of the Division of General Studies selected objectives which supported the concept of developmental advising. These objectives were linked directly to merit pay increases, but with merit pay differentials of from 2-5%, the incentives were based more in concern for students than in monetary gain. In short, few administrations will discourage your efforts if they cost little or nothing, and are for the welfare of the students. The efforts must, of course, be well planned, quality endeavors.

G. Effective use of consultants:
Examples--Dr. Cliff Garrison; Dr. Steve Ender; Dr. Roger Winston. These persons gave positive feedback to the president of Brenau College about the development of the program. Conversely, when a program is good consultants help promote it (ACPA conferences, inclusion in a book on advising, etc.). This recognition further enhances the administrative perception of the program and its value to the institution.

Consultants are also useful when you wish to make or prove a point with the administration or faculty. You may know it's good but they need to hear it from someone else (with more credibility).

II. Cooperation Between Academic and Student Affairs

A. Administrative support:
Academic Deans and Deans of Students need to share ideas. This can be encouraged by program advocates who are student affairs persons with strong academic backgrounds or academicians with sensitivity to student affairs. An individual can serve to bridge gaps and improve communication. Choose the coordinator of the advising program with great care.

At Brenau College I served as coordinator of advisement for three years. I was from the academic sector, but developed strong relationships with the student development personnel. As coordinator I was always careful not to intrude on someone else's territory. This often required good diplomacy, mutual planning and frequent, open communications. For example, I would always request of department chairmen their approval before I would ask their faculty to serve as advisors or trainers. I would keep them apprised of the goals of the program and its relationship to them. Likewise, I would always consult with and involve student development personnel in the programs. At BJC the coordinator of advising, would usually go directly to faculty for assistance. Not only did this aggravate division chairmen, but it also placed some faculty in untenable positions. Faculty who were very productive and unable to say no to requests found themselves overextended, and sometimes at odds with the division chairman and coordinator of advising because they could not do adequately what was required of them by both. Territorial imperatives exist and they should be handled with patience and most of all <u>respect</u>.

B. What you are doing helps me:
Keeping students enrolled helps everyone through an improved budget. Student development in terms of study skills, adaptability to college life, time management, etc., helps students to succeed in class. Teacher feedback to student affairs helps identify problems early. Understanding of one another's roles and how what we do impacts someone else is necessary.

At BJC the faculty took the lead in emphasizing study skills, time management, and other techniques which would improve student academic performance. Faculty donated time to the Tutorial Learning Center and assisted in analysis of the materials of that facility. In areas in which adequate learning aids were available, faculty actively referred students to the center. Several faculty encouraged student visitation to the center by making it a course requirement stated in the syllabus and evaluated. Thus, in many ways the faculty supported the tutorial center because it could serve their purpose: it enhanced student performance in academics.

C. Role modeling:
If you want a person to learn something about how to approach students, role model the behavior. A faculty member at Brenau was having difficulty in the classroom. Much of the problem stemmed from an inability to communicate on a personal level outside the rigors of the academic discipline. The person was invited to participate in the Act I program and grew in so doing. She became more open and active in student affairs in general, and over a two-year period incorporated some of what she learned (and absorbed) into interactions with students. We never stop learning and role modeling behavior or sharing effective innovations can turn another person on to what you are doing. Student affairs people have many of the interpersonal skills faculty need. They should role model these.

D. Mutual planning/participation:
The broader the base of support the more effective will be your proposal/program. This is very important.

III. Faculty Support

A. Personalize the approach:
Go to faculty and discuss your idea/concept. Take advantage of the early morning coffee hour, etc., to do so. After all, faculty are the second largest group on campus, next to students of course, and you need their support and perhaps participation. Also, don't be afraid to let other people take credit for your ideas. If they do so, they must agree with you.

B. Some ways to identify faculty for the program:
Which of the faculty:

1. are involved with extracurricular student activities?
2. have a very high energy level?
3. are committed to the college and to teaching?
4. are committed to student support--extra tutoring, study sessions, etc.?
5. have study skills components in their courses?
6. are known as caring instructors of high expectation (quality)?
7. have a counseling background?
8. have good organizational ability?

C. Building "buy-in" and "ownership" into the program:
Always build a proposal with negotiable components. Allow as many persons as possible an opportunity to preview the proposal and offer ideas/suggestions/criticisms. Once the program is underway allow those who participate in it--faculty, staff, students--to critique the program, to modify it (within reason), to try something new (risk-taking). If a faculty member has the opportunity to help develop a "module" for the program, then he is committed. Allow faculty who have been in the program for awhile to train other faculty or student peer advisors. Allow for ownership.

D. Becoming one of the elite:
The one form of reward that costs very little but is exceedingly effective is recognition. Use every opportunity to do so in a mature, responsible way, e.g., articles in the student newspaper, local news, alumni letter; letters from the president, academic dean, dean of student affairs; introductions during faculty meetings, parent visitations, honors day, etc. Other methods of recognition at Brenau were--1/3 release time for instruction in the freshman course; stipends; opportunities to participate in <u>productive</u> workshops; opportunities to represent the College and its program at other colleges, local, state and regional meetings. You can generate dozens of ways to recognize faculty who participate or who <u>actively support what you are doing</u>.

E. Management by objectives:
At BJC the Division of General Studies took the lead in implementing management by objectives as a means of faculty evaluation. A number of the goals and objectives were student-development oriented. The result was a coordinated effort by twenty faculty to improve student study skills, time management skills, and general academic performance. In addition, career opportunities were promoted informally and formally in courses, a career day was sponsored by faculty, and faculty in English incorporated the "Strong-Campbell Interest Inventory" into their activities about which students in freshman composition would write. All of these and other developmental activities grew out of the student oriented goals of the Division. In addition, faculty received recognition for their accomplishments in the annual report, through merit pay raises (though small), and in recommendations for promotion and tenure.

IV. Academic Committees/Group Action

A. Identifying support needs:
At Brenau the faculty advisors were from every department on campus--social sciences, math and science, humanities, education, fine arts and nursing. If these advisors gain "ownership" of the program, they are representatives to spread the word. Together you can identify support needs, e.g., perhaps the assistant registrar is an important person if you want advising materials available <u>before</u> the advising process. One of the advisors is probably on good terms with the assistant registrar and can casually bring up the program and its importance. Allow the assistant registrar opportunity for input and suggestions and <u>respond</u> to good ideas. Also emphasize the importance of his/her seemingly menial task--IT IS IMPORTANT!!! In short, the support persons who are vital to your program can be identified. Nurture them. Help them. Take the time to recognize their contributions to your program.

B. Building campus support:
If you have faculty advisors who are committed to what you are doing, you have a strong political force. For example, when the program first began at Brenau the College had approximately 50 full-time faculty. Of these, twelve were involved in the program. Furthermore, they represented most Departments. If each faculty advisor courted one faculty person's support or vote, we had 50% of the faculty. Over the years the faculty of the College grew in members but since faculty advisors were rotated in and out of the program the support was maintained. In some instances a negative member of the faculty was asked to join with the advisors, or to offer a session during in-service training, or to speak to the students on a topic of interest or concern. Faculty support can be gained and maintained. Don't, however, forget the people

who are the heart of the institution--staff personnel. They all play vital roles in a college environment and are responsive to requests for assistance. Again, thank, reward, recognize those who assist you.

At BJC the development of college goals and goals and objectives for each academic division helped direct the focus of faculty activity. Commitment to the goals helped unify the efforts. However, faculty must be involved in developing the goals for this to work.

C. Pilot Projects:
Pilot projects are excellent. You may need to volunteer the time, effort or some money, but you will if it is important to you. At Brenau, George Leissner and I offered a pilot paraprofessional training course. We volunteered our time. A small grant written for the pilot project supplied the money for a consultant, Dr. Steve Ender, and for videotapes and other items necessary for the course. The pilot project was well designed, well implemented, and thoroughly evaluated internally and externally (outcomes assessment is a must). It was a huge success, and the following year it was expanded from five to ten weeks.

Several faculty at BJC have developed non-credit workshops for students in study skills, time management, stress management and career exploration. These projects were portions of their objectives on which they were evaluated. The intent was to show how effective non-credit workshops could be both in numbers of students who would attend and in the level of satisfaction of workshop participants. If the needs can be shown, an orientation course is the more efficient vehicle for meeting those needs.

D. Appeals to authority, logic, financial crises:
All of these approaches use tactics discussed in I, II, or III above. In short, people are willing to go the extra mile if the program is logical, productive, financially valuable, and personally rewarding or satisfying.

E. Committee Stagnation:
An academic advising committee had been functioning at BJC for several years; it now exists as a subcommittee of the Academic Affairs Council (AAC). The committee was well intentioned. For two and one-half years members conducted studies, wrote reports and made recommendations. After becoming a subcommittee of the AAC, it accomplished some tasks such as a workshop on developmental advising, promoting small group orientations, and holding update sessions for advisors. However, for several reasons the committee has never been as effective as envisioned. First, the committee was not composed of persons who would assume authority and implement ideas. Time was spent discussing why things could not work, or waiting for

administrative approval on recommendations. Second, the administration did not correctly diagnose the dilemma and give firm direction and deadlines to the committee. Third, communication among the committee members, the remaining faculty, and the administration regarding the advising program was inadequate. The end result was four years of piecing together components of a developmental advising system. A number of these components grew out of the faculty desire for action and out of a means of evaluation which in a small way rewarded these efforts. If you are going to work through a committee, choose the membership with care (this is a directive to faculty as well as administrators). Choose people who are task oriented. Don't rely heavily on persons because of seniority, popularity or charm, although many of these attributes may be useful. Recognize the expertise of persons on your faculty and staff and balance the committee so that it is productive. If it falters, give direction and assit the members in setting goals and deadlines.

V. Drafting Proposals

A. Broad base of support:
Much has been said about the need for a broad base of support for proposals. The example I have chosen shows what can happen when this approach is not used. In early 1982 there was an attempt at BJC to establish an orientation course. The proposal began in the division chairmen's meeting. All eight chairmen discussed it, made suggestions as to content, and in general supported the idea. One division chairman voiced opposition and concern since it would be difficult to schedule the course so that all of the students in disciplines under his direction could take it. There was also concern as to how it would be offered in the night school program. A few weeks later the proposal was presented to the division chairmen for approval. It had little of the content chairmen had thought essential, e.g., study skill and time management components. The proposal also did not answer the concerns over scheduling. Shortly thereafter the proposal was taken before the faculty. Following the presentation, the same questions as to content and difficulty of scheduling arose. The voting was close, but the proposal was defeated. Two division chairmen abstained and two voted against the proposal. In short, the proposal did not have a broad base of support. In addition, it was not the result of the efforts of those who were asked to support it. Many of the topics thought to be of importance by faculty were not included. In summary, planning a good, detailed, and complete proposal is essential. The broad base of support begins in the planning stages. It can be done after the fact, but with less chance of success.

B. Elevate campus awareness:
Whenever possible speak to the faculty, support staff, alumni, etc., about the nature of your program. Take every opportunity to keep people informed about what you wish to do, and are doing. Informed people will support a program which helps students and is cost effective.

C. Careful planning/flexibility:
Always construct a proposal in minute detail. It should reflect the input of as many different components of the campus as possible. In 1979 we proposed to the Academic Affairs Committee at Brenau an Act I course for credit. The course would be required, and would be part of the core curriculum. The College had recently (1976-78) gone through a thorough revision of the core curriculum trimming the number of quarter hours from 72 to 68. The trimming was not without hard feelings, but with a broad base of support (four of the members of the Academic Affairs Committee were faculty advisors), with an elevated campus awareness (everyone knew what we were trying to accomplish), and flexibility in the proposal (a few items were sacrificed during debate), the Act I course was approved unanimously.

D. Patience:
It took several years for the program at Brenau to evolve into an effective developmental advising system. It has taken several years for BJC to progress to its current status in developmental advising. A good program which integrates the various support components of the campus takes time to develop, to mature. Have patience.

APPENDIX

Developmental Academic Advising--A Definition.....p. 36

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DEVELOPMENTAL ADVISING--A DEFINITION*

DEVELOPMENTAL ACADEMIC ADVISING REPRESENTS A CRITICAL HIGHER EDUCATION FUNCTION REQUIRING THE INVOLVEMENT AND EXPERTISE OF BOTH ACADEMIC FACULTY AND STUDENT AFFAIRS PROFESSIONALS IN ESTABLISHING MENTOR-STUDENT RELATIONSHIPS DESIGNED TO AID STUDENTS IN UTILIZING ALL AVAILABLE RESOURCES IN THEIR QUEST FOR AN IMPROVED QUALITY OF LIFE. THESE RELATIONSHIPS ARE LIFE-GOAL AND PERSONAL GROWTH ORIENTED AND INTENTIONALLY REFLECT THE MISSION OF TOTAL STUDENT DEVELOPMENT. . . .

*Ender, S. C., Winston, R. B., Jr., & Miller, T. K. Academic Advising as Student Development. In R. B. Winston, Jr., S. C. Ender, & T. K. Miller (Eds.) New Directions for Student Services: Developmental Approaches to Academic Advising, No. 17, March 1982. San Francisco: Jossey-Bass.

RATIONALE FOR DEVELOPMENTAL ADVISING*

1. RESPONDS TO INSTITUTION'S MISSION AND PURPOSE

   A. EDUCATION OF "WHOLE STUDENT"

   B. NEW STUDENTS TO HIGHER EDUCATION

   C. PUBLIC EXPECTATION

2. FACILITATES STUDENT SATISFACTION

3. AFFECTS STUDENT RETENTION

4. SERVES AS INSTITUTIONAL REPRESENTATIVE

*Ender, S. C., Winston, R. B., Jr., & Miller, T. K. Academic Advising as Student Development. In R. B. Winston, Jr., S. C. Ender, & T. K. Miller (Eds.). New Directions for Student Services: Developmental Approaches to Academic Advising, No. 17, March 1982. San Francisco: Jossey-Bass.

CHARACTERISTICS OF DEVELOPMENTAL ADVISING*

1. CARING, HUMAN RELATIONSHIP

2. COLLABORATION BETWEEN ACADEMIC AND STUDENT AFFAIRS

3. PROCESS ORIENTED

4. CONCERNED WITH GROWTH AND DEVELOPMENT

5. GOALS AND OBJECTIVES EMPHASIZED

6. PROVIDES ROLE MODEL AND MENTOR

7. UTILIZES ALL CAMPUS AND COMMUNITY RESOURCES

*Ender, S. C., Winston, R. B., Jr., & Miller, T. K. Academic Advising as Student Development. In R. B. Winston, Jr., S. C. Ender, & T. K. Miller (Eds.). New Directions for Student Services: Developmental Approaches to Academic Advising, No. 17, March 1982. San Francisco: Jossey-Bass.

ROLES TO FULFILL:*

A. THE ADIVSOR AS INSTRUCTOR

THE ADVISOR TEACHES THE STUDENT HOW TO FORMULATE INTELLIGENT OBJECTIVES REQUIRING THE FULL USE OF HIS/HER CAPABILITIES THROUGH SELECTION OF APPROPRIATE COURSES AND THROUGH PLANNING OF AN INDIVIDUALIZED PATTERN OF GROWTH FOR MASTERING CERTAIN DEVELOPMENTAL TASKS.

B. THE ADVISOR AS GROWTH FACILITATOR

1. ACTS AS A "SOUNDING BOARD"

2. ASSISTS THE STUDENT IN OVERCOMING ACADEMIC PROBLEMS

3. ASSISTS THE STUDENT IN IDENTIFYING PERSONAL PROBLEMS

4. PROVIDES THE STUDENT WITH AN INDIVIDUAL, PERSONAL EDUCATIONAL EXPERIENCE

C. THE ADVISOR AS A RESOURCE AND REFERRAL PERSON

1. IDENTIFIES AND REFERS THOSE WITH EMOTIONAL PROBLEMS

2. INFORMS STUDENTS OF POSSIBLE OPPORTUNITIES

3. SINGLE POINT OF CONTACT WHERE THEY CAN GET ANSWERS OR HELP

D. THE ADVISOR AS A FRIEND

THE ADVISOR BEHAVES IN WAYS THAT THE STUDENT SEES HIM/HER AS ONE WHO IS CONCERNED ABOUT HIM/HER AS AN INDIVIDUAL, UNIQUE PERSON. WITH SUCH A RELATIONSHIP, THE ADVISOR HAS GREATER POTENTIAL AS A FORCE FOR CONSTRUCTIVE GROWTH IN THE STUDENT'S LIFE.

*From B. B. Crookston, "A Developmental View of Academic Advising as Teaching." Journal of College Student Personnel, 1972, 36, 32-35.

DEVELOPMENTAL ACADEMIC ADVISING--THE TRAINING PROGRAM*

AREA I. DEFINITION OF ACADEMIC ADVISING AND REQUIRED ROLES

1. ADVISORS CAN ARTICULATE THEIR MENTORING ROLE TO STUDENTS.

2. ADVISORS KNOW THE FOUR SPECIFIC CHARACTERISTICS OF THEIR ALLIED PROFESSIONAL ROLES (INSTRUCTOR, GROWTH FACILITATOR, RESOURCE PERSON AND ROLE MODEL/FRIEND).

3. ADVISORS UNDERSTAND THEIR ROLES AND HOW THEY RELATE TO THE MISSION OF THE COLLEGE

AREA II. KNOWLEDGE OF THE COLLEGE CURRICULUM, POLICIES AND PROCEDURES

1. ADVISORS KNOW AND CAN COMMUNICATE TO STUDENTS WHAT COURSES ARE REQUIRED TO COMPLETE CORE CURRICULUM REQUIREMENTS.

2. ADVISORS CAN TEACH STUDENTS HOW TO USE THE STUDENT HANDBOOK, COLLEGE CATALOGUE AND OTHER COLLEGE POLICY/INFORMATION SOURCES.

3. ADVISORS KNOW REGISTRATION, ADD-DROP AND WITHDRAWAL PROCEDURES.

4. ADVISORS CAN ASSIST STUDENTS IN DEVELOPING SHORT AND LONG RANGE ACADEMIC PLANS.

*Ender, S. C., Winston, R. B., Jr. Training Allied Professional Academic Advisors. In R. B. Winston, Jr., S. C. Ender & T. K. Miller (Eds). New Directions for Student Services: Developmental Approaches to Academic Advising, No. 17, March 1982. San Francisco: Jossey-Bass.

AREA III. HUMAN GROWTH AND DEVELOPMENT

1. ADVISORS UNDERSTAND THE DEVELOPMENTAL STAGES COMMON TO ADOLESCENTS AND ADULTS

2. ADVISORS KNOW THE IMPORTANT DEVELOPMENTAL TASKS OF VARIOUS STAGES AND THEIR IMPLICATIONS FOR ACADEMIC SUCCESS.

3. ADVISORS CAN DISTINGUISH BETWEEN DEVELOPMENTAL AND REMEDIAL ISSUES WHICH REQUIRE THE ATTENTION OF A HELPING PROFESSIONAL.

4. ADVISORS ARE AWARE OF AND CAN UTILIZE SEVERAL DEVELOPMENTAL STRATEGIES WITH INDIVIDUAL STUDENTS.

AREA IV. COMMUNICATION SKILLS

1. ADVISORS CAN DEMONSTRATE ACTIVE LISTENING TECHNIQUES.

2. ADVISORS CAN SERVE AS A SOUNDING BOARD FOR STUDENTS.

3. ADVISORS CAN DEMONSTRATE THE ABILITY TO GIVE EMPATHIC, INTERCHANGEABLE RESPONSES.

4. ADVISORS DETERMINE THE APPROPRIATENESS OF SELF-DISCLOSURE IN THE ADVISING INTERVIEW.

AREA V. SETTING GOALS AND WRITING BEHAVIORAL OBJECTIVES

1. ADVISORS UNDERSTAND AND CAN ACCURATELY INTERPRET THE STUDENT STANDARDIZED TESTS SUCH AS SAT, ACT, STANDARDIZED ENGLISH AND MATH PLACEMENTS.

2. ADVISORS CAN USE INFORMAL ASSESSMENT TECHNIQUES, SUCH AS ASSESSMENT INTERVIEWS, WITH STUDENTS IN THE PROCESS OF SETTING ACADEMIC AND PERSONAL GOALS.

AREA VII. DECISION MAKING STRATEGIES

1. ADVISORS UNDERSTAND SEVERAL SIMPLE DECISION-MAKING MODELS APPROPRIATE FOR STUDENT USE.

2. ADVISORS CAN ASSIST STUDENTS IN ANALYZING THEIR PRESENT DECISION-MAKING STRATEGIES AND CAN TEACH THEM TO USE APPROPRIATE TECHNIQUES.

AREA VIII. CAREER EXPLORATION

1. ADVISORS CAN HELP STUDENTS IDENTIFY ACADEMIC REQUIREMENTS AND SKILLS THAT ARE RELATED TO SPECIFIC CAREERS.

2. ADVISORS CAN TEACH STUDENTS TO MATCH VARIOUS MAJORS AND CAREER AREAS.

AREA IX. STUDY SKILLS AND TIME MANAGEMENT

1. ADVISORS CAN TEACH STUDENTS SIMPLE TECHNIQUES FOR MAKING BETTER USE OF THEIR TIME, SUCH AS SETTING PRIORITIES AND MAKING SCHEDULES WHICH INCLUDE STUDY, SLEEP, RECREATION AND SOCIAL ACTIVITIES.

2. ADVISORS CAN TEACH STUDENTS RUDIMENTARY PROCESSES FOR IMPROVING STUDY EFFICIENCY, SUCH AS NOTETAKING, USE OF TEXTBOOKS, AND PREPARATION FOR EXAMINATIONS.

AREA X. CAMPUS RESOURCES AND REFERRAL TECHNIQUES

1. ADVISORS ARE WELL ACQUAINTED WITH THE COLLEGE'S STUDENT SERVICES, OPPORTUNITIES FOR PARTICIPATION IN STUDENT ORGANIZATIONS AND GROUPS, ACADEMIC SUPPORT SERVICES, AS WELL AS COMMUNITY SERVICES AND PROGRAMS.

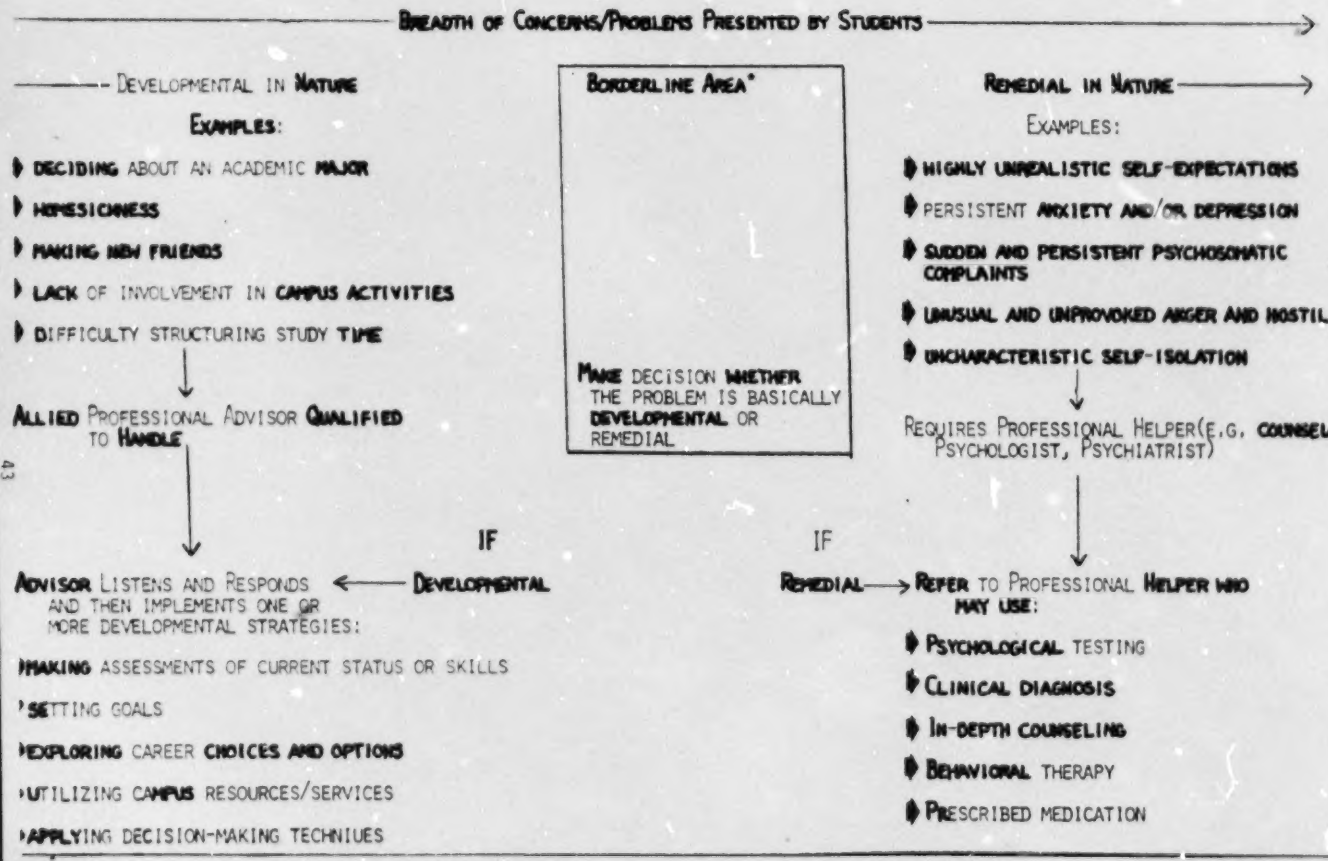
2. ADVISORS CAN REFER STUDENTS TO APPROPRIATE RESOURCES ON CAMPUS OR IN THE COMMUNITY.

3. ADVISORS CAN ASSESS STUDENT PROBLEMS AND CAN TAKE APPROPRIATE REFERRAL ACTION IN SERIOUS OR EMERGENCY SITUATIONS.

AREA XI. AWARENESS OF SPECIAL POPULATIONS ON THE COLLEGE CAMPUS

1. ADVISORS WILL BE AWARE OF THE CHARACTERISTICS AND NEEDS OF SPECIAL POPULATIONS OF COLLEGE STUDENTS SEEN IN THE ADVISING PROCESS.

2. ADVISORS WILL DEVELOP SPECIFIC HELPING STRATEGIES WHICH CAN BE USED WHEN DEALING WITH THE UNIQUE NEEDS OF VARIOUS SPECIAL POPULATIONS.



BORDERLINE CONCERNS ARE GENERALLY OF A "COUNSELING" NATURE AND DO NOT REQUIRE INTENSIVE PSYCHOTHERAPY. THESE CONCERNS USUALLY REVOLVE AROUND INTERPERSONAL CONFLICTS. ADVISORS HAVE RESPONSIBILITY TO BE EMPATHETIC LISTENERS AND SOUNDING BOARDS.

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